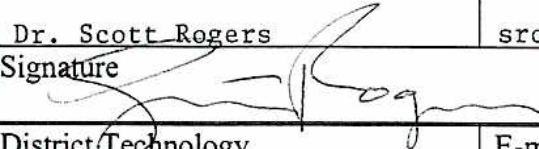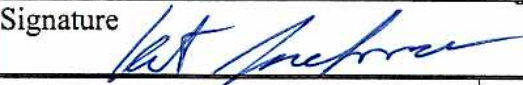# Enhancing Education Through Technology (EETT) Competitive Sub-grant Application Assurance Sheet

Project Title: TALK II   Amount of Request: $75,000

District Name (Fiscal Agent for Consortiums): Minidoka County   Number: 331

Please list the school name, and indicate whether it is a targeted school or a partner school and certify the CIPA compliance for all participating schools within the project:

Dist. # or 'P' for Private School	School Name	This school is a targeted school 'T' or a partner school 'P'.		This school is in compliance with the CIPA as outlined on page 3 of the guidance document.	
331	Acequia Elementary	(T)	P	(YES)	NO
331	Heyburn Elementary	(T)	P	(YES)	NO
331	Paul Elementary	(T)	P	(YES)	NO
331	Rupert Elementary	(T)	P	(YES)	NO
		T	P	YES	NO
		T	P	YES	NO
		T	P	YES	NO
		T	P	YES	NO
		T	P	YES	NO
		T	P	YES	NO
		T	P	YES	NO
		T	P	YES	NO

By signing below, I certify that we have contacted the charter and private schools in our area about participation in this grant and that we have an approved technology plan on file with the Idaho State Department of Education.

Superintendent Name (print)	E-mail	Telephone
Dr. Scott Rogers	srogers@minidokaschools.org	436-4727
Signature		
District Technology Coordinator Name(print)	E-mail	Telephone
Kent Jackson	kjackson@minidokaschools.org	436-9149
Signature		
Project Director Name — *if different than District Technology Coordinator* (print)	E-mail	Telephone
Michele Widmier	mwidmier@minidokaschools.org	436-0264
Signature		

Additional Consortium/Partnership Participants:
(Add additional pages as necessary)

Organization Name		
Supervisor Name and Title* (print)	E-mail	Telephone
Signature		
Organization Name		
Supervisor Name and Title*(print)	E-mail	Telephone
Signature		
Organization Name		

*Superintendent must sign for school districts. Dean must sign for Colleges of Education

ABSTRACT

Minidoka County School District's Enhancing Education Through Technology (EETT) project, the **Teaching Academic Language & Knowledge II (TALK II)** will improve academic achievement by increasing access to educational technology. With a dual focus on high quality professional development and technology integration, **TALK II** will serve as a catalyst for change in Minidoka's elementary schools: Acequia Elementary School (**AES**), Heyburn Elementary School (**HES**), Paul Elementary School (**PES**), and Rupert Elementary School (**RES**). **HES, PES,** and **RES,** which are feeders schools to our two middle schools and high school, have been identified for '*Needs Improvement'* in the areas of *Hispanic reading* or *math*, and/or *economically disadvantaged reading.* **AES** was placed on alert status in 2008 for missing their AYP target in *economically disadvantaged reading,* and is in danger of being placed in '*Needs Improvement'* status without further assistance. Please note, that this grant proposal represents an expansion of our 2007-2008 **TALK** project and is specifically designed to complement the goals and activities outlined in the district Continuous Improvement Plan (CIP) and our LEP Improvement Plan, as well as those at each of the targeted schools.

In planning **TALK II**, Minidoka County School District No. 331 conducted a thorough needs assessment, gathering and analyzing data and results relative to student achievement, demographic statistics, staff development, existing instructional programs and materials, and school improvement plans. Based on this analysis, **TALK II** targets English language learners (ELL), also referred to herein as limited English proficient (LEP), in grades K through five in high poverty, low performing schools. The selected schools represent our district's highest needs, in that they feed directly into our secondary schools that have been identified for *restructuring.* It is our belief that early intervention will enable our elementary schools to provide our secondary schools with more fluent ELL students, thereby improving their overall academic achievement. Although each school is unique, several overall trends emerged as priority needs and represent the structure, rationale, and focus of this project. Specifically, **TALK II** will provide the targeted schools with:

- <u>Individualized instruction</u> in language development through *ELLIS Essentials* academic instructional software.
- <u>(24) computers</u> to replace obsolete desktop computer stations at participating schools, which will ensure the proper functioning of the *ELLIS Essentials* academic instructional software within those buildings.
- <u>(4) color printers</u> to replace worn out color printers, one at each participating school, to enable ESL staff to print reports and closely monitor the progress of ELL students on *ELLIS Essentials.*
- <u>High quality staff development programs</u> that are aligned with state standards, focused on using technology to improve classroom instruction and the use of *ELLIS Essentials* courseware, as well as on scientifically researched based instructional techniques found to be successful in supporting ELL students.
- <u>Tier 2 instructional intervention</u> that will enhance existing ELL programs at each of the targeted schools.

We will implement this technology project in computer labs and/or classrooms at each targeted school, directly impacting approximately 301 ELL students in the initial project year. Schools participating in this project will acquire a higher level of achievement in reading with ELL students, which will foster academic success in other curricular areas, thereby preparing our ELL students to become globally competitive and successful contributors to society.

EDUCATIONAL NEED

District Overview

As a rural, agricultural district in Idaho, Minidoka County School District No. 331 serves a predominately at-risk student population. Our demographic data includes declining enrollments, increasing numbers of economically disadvantaged Hispanic students and, an average of 18% in ELL students over the last ten years, (see our current demographics in *Table 1*). These statistics have contributed to low test scores and obvious achievement gaps.

Targeted Schools

In planning **TALK II**, Minidoka County School District conducted a thorough needs assessment, gathering and analyzing data and results relative to student achievement, demographic statistics, staff development surveys, and existing instructional programs and materials. In addition, Minidoka County School District has carefully considered each school's commitment and capacity to make major systemic changes necessary for improving academic achievement. Minidoka County School District has identified four schools that will be targeted for participation in this EETT program. *Tables 1, 2*, and *3* provide specific information for each participating school and rationale for inclusion in this project.
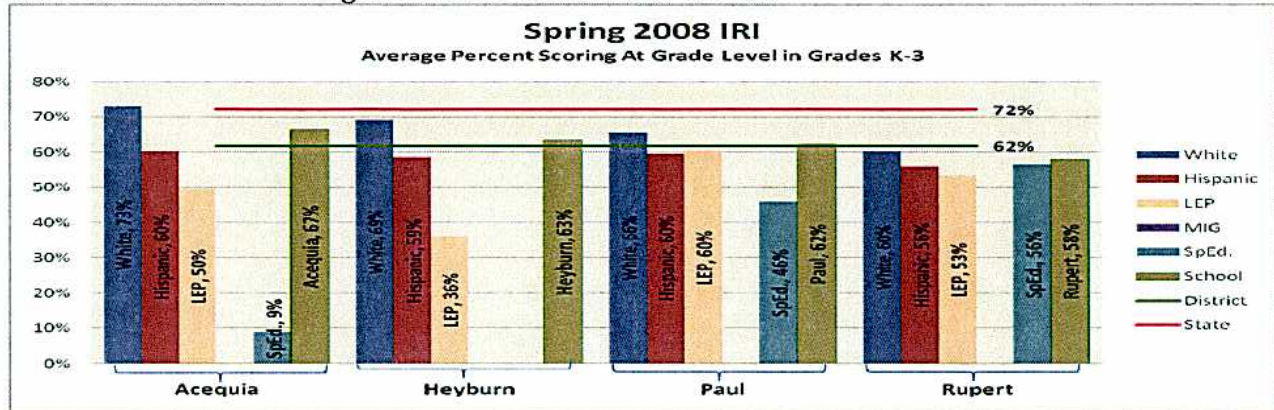
Table 1: District and Target Schools Demographic Information

MCSD Demographics	District	Elementary Schools				Middle Schools		High Schools	
		Acequia	Heyburn	Paul	Rupert	East Minico	West Minico	Minico	Mt. Harrison
Grades Served	PK-12	K-5	K-5	K-5	K-5	6-8	6-8	9-12	7-12
Total Student Enrollments	3947	264	462	410	599	484	436	1156	136
American Indian	0.6%	<0.01%	0.0%	0.0%	<0.01%	0.6%	1.1%	0.8%	0.0%
Asian	0.3%	0.0%	<0.01%	0.0%	0.0%	0.4%	0.0%	0.7%	0.0%
Black/African American	0.7%	1.0%	3.0%	<0.01%	1.0%	1.3%	0.2%	0.9%	0.7%
Caucasian	58.0%	62.0%	51.0%	62.0%	45.0%	57.9%	62.0%	64.7%	39.0%
Hispanic/Latin American	40.1%	36.0%	46.0%	38.0%	54.0%	39.8%	36.7%	32.7%	60.3%
Special Ed. (SPE)	10.3%	14.0%	11.0%	8.0%	8.0%	12.6%	10.9%	8.9%	7.4%
Gifted & Talented (GAT)	2.3%	3.0%	1.0%	1.0%	2.0%	4.5%	4.3%	1.0%	0.0%
Migrant (MIG)	2.2%	3.0%	3.0%	3.0%	2.0%	1.5%	2.5%	1.8%	0.0%
Free & Reduced Lunch (FRL)	65.9%	60.0%	76.0%	72.0%	84.0%	68.2%	68.4%	51.6%	73.6%
Limited English Proficient (LEP)	15.1%	26.0%	11.0%	17.0%	16.0%	14.5%	16.7%	14.8%	16.9%

(Enrollment Breakdown)

Identified Needs

While each participating school is unique, several overall trends emerged as priority needs and represent the structure, rationale, and focus of **TALK II**. The scores in *Tables 2* and *3* represent the culmination of years of underperformance by our Hispanic and LEP student populations on both the IRI and ISAT, a trend we attribute to not adequately meeting the needs of our ELL students at the elementary level. The data clearly illustrates that these students, especially LEP students, are ill-prepared when they reach our middle schools. This project will impact their needs as described below.

Table 2: District and Target Schools Achievement Trends

Spring 2008 IRI
Average Percent Scoring At Grade Level in Grades K-3

Further analysis of district achievement data shows that English language learners are one of our most at-risk subgroups. Although individually, each targeted school had less than the required 34 students in the LEP subgroup for AYP determinations in grades 3-5, their Hispanic performance is below state standards in both reading and math.   A closer look at our 2008 Idaho Reading Indicator data for grades K-3 and our secondary level data for the Idaho State Achievement Test (ISAT) clearly identifies that LEP students at each of the targeted schools are performing below state proficiency goals, as well.

Table 3: District and Target Schools Disaggregated Scores

	Spring 2008 AYP Determinations	Overall Reading Proficiency (Goal 78%)	Hispanic Reading Proficiency	LEP Reading Proficiency	Needs Improvement Status	Overall Math Proficiency (Goal 70%)	Hispanic Math Proficiency	LEP Math Proficiency	Needs Improvement Status
Elementary Schools	District	79.17%	70.71%	54.75%	Y3	72.26%	61.73%	45.63%	Y3
	Acequia	77.50%	~	~	Alert	83.33%	~	~	Met Goal
	Heyburn	78.53%	74.42%	~	Y1	71.73%	63.95%	~	Y1
	Paul	82.61%	75.95%	~	Y3	79.23%	67.09%	~	Y1
	Rupert	77.34%	74.44%	~	Y2*	74.22%	69.17%	~	Y1
Secondary Schools	East Minico	78.95%	68.75%	51.02%	Y4*	69.79%	57.39%	32.65%	Y5
	West Minico	82.61%	74.00%	66.23%	Y2*	76.27%	68.67%	63.64%	Y5
	Minico	78.62%	68.87%	54.76%	Y3	65.29%	52.34%	35.71%	Y5
	Mt. Harrison	37.04%	~	~	Met Goal	14.29%	~	~	Alert

* AYP goal met this year

~ No proficiency determinations are made for groups of less than 34 students

We believe that in order to help this group of students achieve academically, we must first help them feel comfortable understanding and speaking English in an academic environment. This represents a great challenge for teachers and students alike, as ELL students vary widely in not only language skills, but also subject matter skills (Echevarria, Vogt & Short, 2004). It is our belief that as ELL students develop a foundation in language skills, they will be better equipped to listen to classroom instruction, participate in class discussions, interact with peers in small groups, understand content-area textbooks, and succeed in reading and other content-area classes. ELL teachers at participating schools have indicated that their ELL students would benefit from a program that can be used in conjunction with our existing reading program and will help them develop listening, vocabulary, grammar, and pronunciation skills. In response to those needs, Minidoka County School District No. 331 has drafted this intervention plan.

LOCAL PROJECT DETAIL

TALK II will improve academic achievement by increasing access to educational technology. With a dual focus on high quality professional development and language development, **TALK II** will serve as a catalyst for innovation and change in Minidoka County School District. The following goals and objectives establish the major thrust for the project and reflect Idaho's Title II Part D purpose:

Table 4: Goals, Objectives, and Timeline

Objective	Indicator	Date
Goal 1: Technology Integration - Acquire modern instructional technologies and promote equitable access to technology and research-based software		
Maintain ELL student access to technology to student:computer ratio of 2:1	Project director reports, teacher surveys	April 2009
Use instructional technology to offer individualized instruction in language development.	Computer-generated student usage reports	April 2009
Goal 2: Academic Achievement - Improve academic achievement through the use of technology		
Revise classroom schedules to include adequate time for technology-based activities.	Teacher plans, school schedule, software reports on student usage	February 2009
Monitor and evaluate student progress using software-based assessment tools.	Reports from software, teacher-administrated progress monitoring reports	on-going throughout project
By spring 2010, ELL student performance will increase by 10% in reading.	State and district assessment results	May 2010
Goal 3: Professional Development - Provide intensive, targeted, sustained technology integration training, and professional development opportunities for teachers		
All teachers attend intensive training on using technology for individualized instruction and assessment.	Teacher attendance reports, teacher surveys	January-May 2009
All teachers receive training in meeting the needs of English language learners.	Teacher attendance reports, teacher surveys	Throughout project & beyond as needed
75% of teachers demonstrate increased ability in delivering technology-based literacy content.	Teacher surveys, classroom observations	May 2010
75% of teachers demonstrate increased ability in using specific strategies to meet the needs of ELL students.	Teacher surveys, classroom observations	May 2010

Academic Achievement

To achieve academic success, students must gain proficiency in listening, speaking, reading, and writing English (Dalton, 1998). In order to provide individualized instruction for every ELL student, Minidoka County School District has identified *ELLIS Essentials* as research-based instructional software designed especially for ELL students. We have also chosen ELLIS ESSENTIALS because it will complement our existing Sheltered Instruction Observation Protocol (SIOP) program. *ELLIS Essentials* follows best practices outlined in SIOP.

     ELLIS Essentials includes integrated curriculum aligned to state standards to help students master these skills. The instructional software provides hundreds of hours of multimedia instruction. The video, animation, audio, test, illustrations, and supplemental Web-based activities and student workbooks combine to address the needs of all learners, regardless of learning modality.

     Teachers are able to monitor student use of the program through the program's Instructor Utilities feature, which notes time on task and the variety of tasks selected by students. It also maintains test and quiz records and provides insight into student mastery of different critical language skills such as listening, grammar, vocabulary, listening comprehension, and pronunciation. This data is compiled into class and student reports that allow the teacher to create customized curriculum paths within the software for students or groups. This safety net ensures that children who struggle are identified early by teachers, who will then identify appropriate interventions that can be implemented on a comprehensive level. In selecting instructional technology for our students, Minidoka County School District adapted guidelines set forth in *Technology and Learning* (Bishop, 2001).

Professional Development

     Research shows that all too often professional development workshops are offered at the convenience of the district, the school, or the presenter, and not tailored to the needs of the individual teachers (Grant, 1996). Minidoka County School District has implemented several professional develop programs tailored to the needs of individual teachers, including SIOP and instructional coaching. Teacher participation in these trainings has ranged from 85% to 95%. Support from our instructional coaches has been instrumental in applying the teaching methods learned in these trainings.

     TALK II professional development will take place throughout the duration of the grant, with adequate time between each session for teachers to study, observe, practice, and apply what they learn. Our professional development plan will use workshops and program development activities to provide intensive, sustained, and classroom-focused experiences that support the implementation of state standards, our instructional courseware, and SIOP, which will also continue to be supported by instructional coaches. Teachers will receive training on integrating technology into the classroom and on meeting the instructional needs of English language learners.

Technology Training

     Because research has shown the importance of standards-based training, intensive training focused specifically on using technology to teach in the state standards will be part of **TALK II** professional development. These technology-specific trainings, conducted by professional programs-based consultants, will be designed to help teachers better utilize the instructional tools included in the instructional technology to provide research-based, systematic instruction. While this professional development will focus on a specific program, it will be designed to give teachers control over a wide range of decision-making tools based on scientifically based research. This intensive training will include:

- Using technology for individualized instruction and assessment. Training will also include an overview of the computer management system (two days).
- Using reports for intervention and program monitoring (one day).
- Curriculum integration workshops (three days, each teacher takes one to two days).

SUSTAINABILITY

Minidoka County School District is committed to the basic principle that quality schools must contain three components: highly qualified teachers, excellent materials/programs/tools, and appropriate allocation of time, resources and training. Our leadership team, which consists of the Minidoka County School District office administration, the local school board, and the principals at each of the targeted schools, are absolutely committed to providing appropriate schedules, logistics, and flexible grouping support. The leadership team believes it is imperative to have constant, continuous collaboration among the leadership team, instructional coaches, teachers, parents, and students. This collaboration, coupled with the consistent use of research-based instructional strategies like SIOP and the appropriate integration of educational technology like ELLIS ESSENTIALS, are necessary to provide the forum for continuous improvement and sustainability. **TALK II** will serve as a catalyst for continuous improvement.

Furthermore, the Minidoka County School District Strategic Plan will support the intentions of **TALK II**. Listed below are specific activities outlined in our Strategic Plan that correlate directly to the goals and sustainability of **TALK II**. Aligning the goals and objectives of **TALK II** with our district's strategic plan provides a framework that will allow EETT activities to carry on past the grant period. As the strategies and activities of **TALK II** complement, promote, and extend each of these programs, greater coordination and long-term collaboration will expand their overall implementation locally, while supporting the achievement of EETT goals.

Goal 1: Technology Integration
- Maintain current and state-of-the-art technology.
- Update infrastructure, equipment, and facilities to support the best possible professional-technical education.
- Analyze, evaluate, and align educational programs with technical skills for the work place.

Goal 2: Academic Achievement
- Develop alternative methods of educating at-risk students.
- Expand and support effective and best-quality English language learner programs.
- Analyze, evaluate, and align educational programs with technical skills for the work place.

Goal 3: Professional Development
- Quality, integrated, and focused professional development to continue teacher education and promote professional learning communities.
- Expand and support effective and best-quality English language learner programs.

BUDGET

District Name & Number:	Minidoka County Joint School District (331)	

Projected total # of LEP students served with funding: 301

Amount Requested: $75,000

IFARMS Codes		Descriptions	Total
100	Salaries	No salaries will be provided with this grant.	$0
200	Employee Benefits	Benefits will not be provided with this grant.	$0
300	Purchased Service (non-travel)	Contracted services to provided professional development training and follow up on *ELLIS Essentials*	$17,450.00
380	Travel Expenses	Travel reimbursement for providing and attending SIOP & *ELLIS Essentials* related professional development; and travel reimbursement for additional travel expenses that may be incurred to implement SIOP & *ELLIS Essentials*	$3,000.00
400	Supplies & Materials	(24) *ELLIS Essentials* instructional software; SIOP instructional support materials; miscellaneous supplies & materials needed to provide trainings	$25,400.00
500	Capital Objects	(24) desktop computer stations to replace obsolete computers and (4) color printers to replace worn out color printers at each of the target schools. (MCSD will maintain technology equipment purchased with this grant)	$27,500.00
800	Indirect Costs (2.2%)		$1,650.00
		Project Total	$75,000.00

BUDGET NARRATIVE

Salaries and Benefits

No salaries or benefits will be provided through this grant.

Professional Development (Contracted Services and Travel Expenses)

This plan is designed to increase the achievement of all ELL students. All staff members at **AES, HES, PES**, and **RES** will receive intensive, sustained, and classroom-focused experiences in SIOP methodologies. Contracted services for SIOP training will be provided by the district through the LEP Achievement Grant project. Therefore, contracted service expenses shown in this budget represent a site setup fee of $1,500 for installing the *ELLIS Essential* software, five individual on-site trainings at $1,900 each, five individual connected trainings at $1,050 each, and direct response technical support at a cost of $1,200. All trainings and technical support related to *ELLIS Essentials* will be provided by Pearson Learning. Travel expenses reflect those costs that may be incurred by trainers to travel to Minidoka County to provide *ELLIS Essentials* or SIOP training and travel expenses that may be incurred by staff at each of the target schools to attend SIOP related trainings or workshops. All professional development activities will support the implementation of SIOP, state ELD standards and the *ELLIS Essentials* instructional courseware and will be supported by ESL teachers and instructional coaches at each of the target schools.

Supplies and Materials

With this grant the MCSD will purchase 24 *ELLIS Essentials* instructional software licenses ($20,400). We will also purchase 40 copies of the book: *Making Content Comprehensible for English Learners,* ($1,360). These books will be shared by the faculties at **AES, HES, PES**, and **RES** as part of a book study to support SIOP training. We will also purchase supplies and other miscellaneous materials that may be necessary to provide trainings, such as videocassettes for taping classroom lessons for discussion.

Capital Objects

While all of our target schools enjoy adequate numbers of computer stations, each year more of those computer stations become obsolete. Purchasing up-to-date computers to replace out-of-date computers at each of the target schools will help to ensure the proper functioning of the *ELLIS Essentials* instructional courseware. This grant will provide 24 desktop computer stations ($23,400), six at each target school, as well as 1 color printer at each of the four target schools ($4,100). All computers and printers will be maintained by our district technology department.